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ABSTRACT

This module provides a theoretical overview of the process and skills of second-language reading and practical classroom applications. The learning activities are designed to aid the participant in achieving the following objectives: (a) distinguish the characteristics of three categories of the second-language readers; (b) explain the stages of development in reading; (c) design a teaching activity to combat native-language interference; (d) design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premise of language experience, linguistics, programmed instruction, words in color, individualized reading, or Initial Teaching Alphabet (ITA); and (e) design a teaching activity for advanced-level reading. Four learning alternatives are outlined, and provisions for pre- and post-assessment of student mastery of terminal course objectives are included. (PD)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
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MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.10 READING

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SP005 316

COLLEGE OF EDUCATION
UNIVERSITY OF HARTFORD
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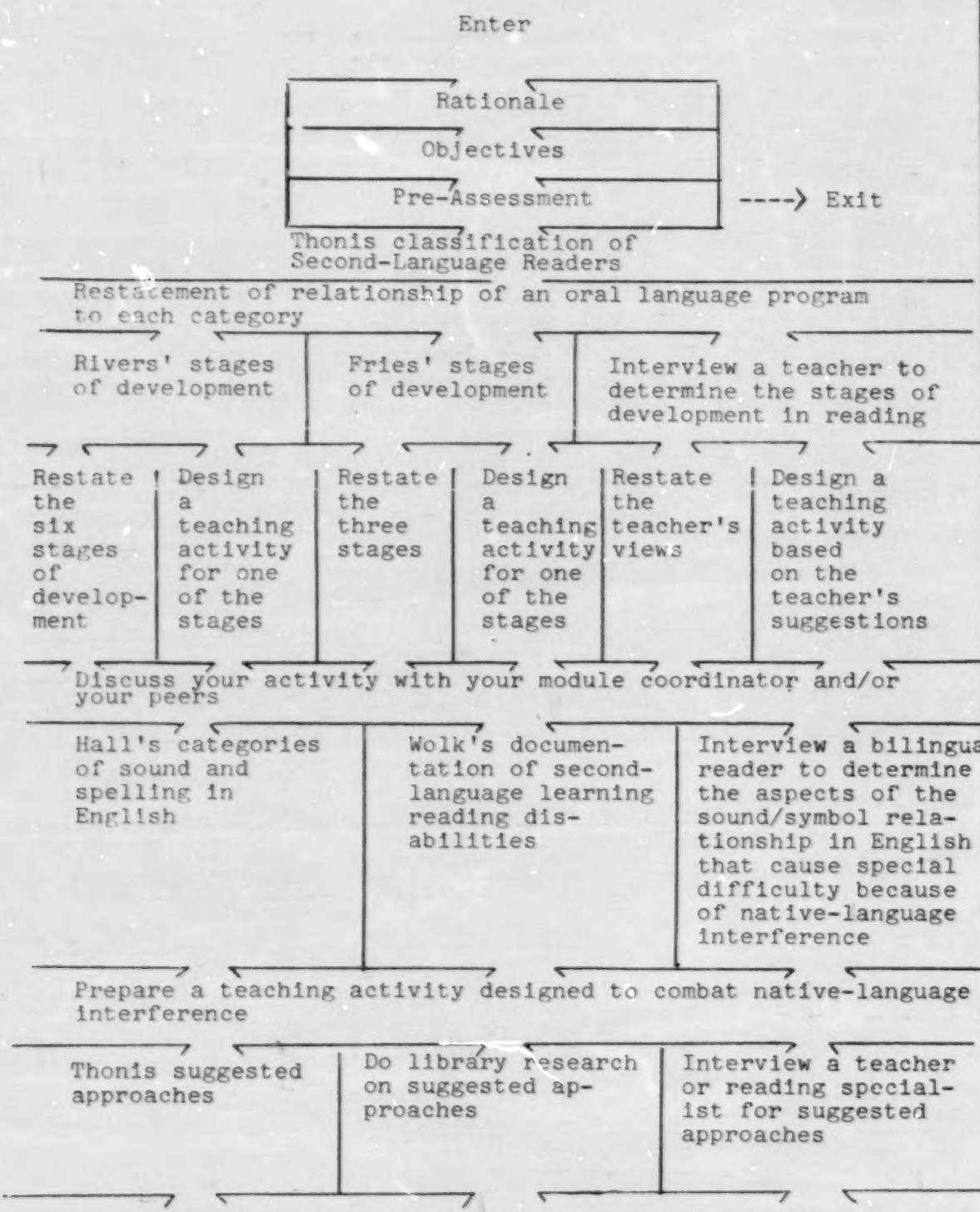
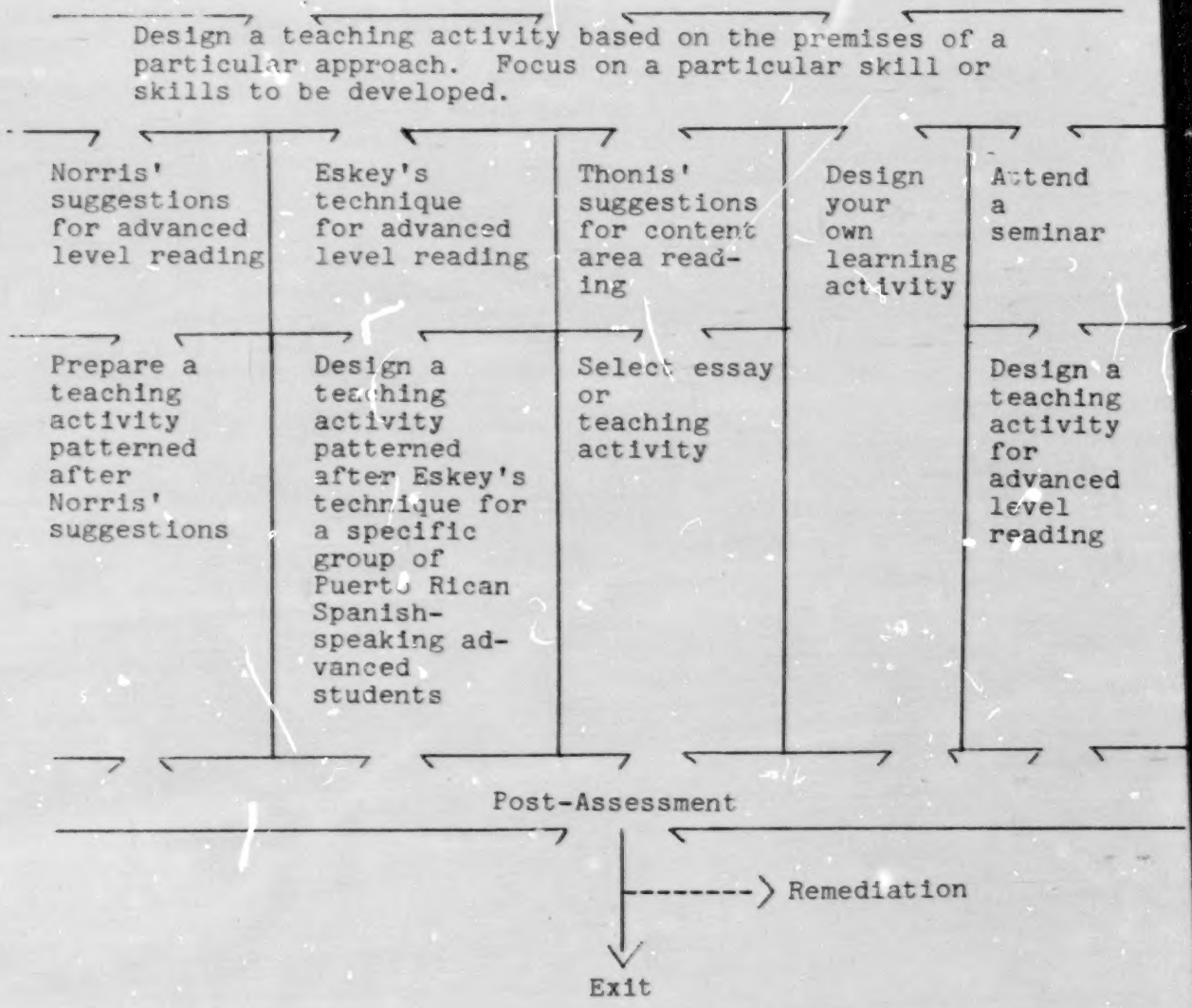
READING


Enter
Rationale
Objectives
Pre-Assessment
----> Exit
Thonis classification of Second-Language Readers
Restatement of relationship of an oral language program to each category
Rivers' stages of development
Fries' stages of development
Interview a teacher to determine the stages of development in reading
Restate the six stages of development
Design a teaching activity for one of the stages
Restate the three stages
Design a teaching activity for one of the stages
Restate the teacher's views
Design a teaching activity based on the teacher's suggestions
Discuss your activity with your module coordinator and/or your peers
Hall's categories of sound and spelling in English
Wolk's documentation of second-language learning reading disabilities
Interview a bilingual reader to determine the aspects of the sound/symbol relationship in English that cause special difficulty because of native-language interference
Prepare a teaching activity designed to combat native-language interference
Thonis suggested approaches
Do library research on suggested approaches
Interview a teacher or reading specialist for suggested approaches


Design a teaching activity based on the premises of a particular approach. Focus on a particular skill or skills to be developed.
Norris' suggestions for advanced level reading
Eskey's technique for advanced level reading
Thonis' suggestions for content area reading
Design your own learning activity
Attend a seminar
Prepare a teaching activity patterned after Norris' suggestions
Design a teaching activity patterned after Eskey's technique for a specific group of Puerto Rican Spanish-speaking advanced students
Select essay or teaching activity
Design a teaching activity for advanced level reading
Post-Assessment
Remediation
Exit

RATIONALE

The process of reading, in any language, involves the major actions of decoding the written system and attaching meaning to the decoded oral symbols. In addition, reading involves certain proficiencies and specific skills --- "physical, developmental, social, emotional, perceptual and intellectual prerequisites common to success in reading in any classroom."[1] For the second-language learner, however, there are special problems in learning to read the target language.

This unit of work will provide the participant with a theoretical overview of the process and skills of second-language reading and practical classroom applications.

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[1]Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New-York: Macmillan Company, 1970), p.3.

OBJECTIVES

Given a series of learning activities on teaching reading to second-language learners, the participant will be able to:

- -distinguish the characteristics of three categories of second-language readers.
- -explain the stages of development in reading.
- -design a teaching activity to combat native-language interference.
- -design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premises of (one of or a combination of) the following approaches:
  - -language experience
  - -linguistic
  - -programmed instruction
  - -words in color
  - -individualized reading
  - -ITA
- -design a teaching activity for advanced level reading.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each:

I. What are the three categories of second-language readers?

II. What are the characteristics of each category?

III. What are the stages of development in second-language reading?

IV. Prepare a teaching activity designed to combat native-language interference.

V. Prepare a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premises of one of the following approaches:

A. Language experience

B. Linguistic

C. Programmed instruction

D. Words in color

E. Individualized reading

F. ITA

VI. Prepare a teaching activity for advanced level reading.

I. Learning Alternatives:

A. Read:

Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: The Macmillan Company, 1970), pp. 103 - 134.

Activity: Restate Thonis' three major classifications of second-language readers and the relationship of an oral English language program to each category of learners.

B. Select one of the following numbered options. You may wish to focus your attention on the following questions as you complete this activity:

-What are the three levels of meaning which a reader extracts from printed symbols?

-What is the main element second-language learners transfer from his training in native-language reading?

-What specific problems might a native-language reader bring to second-language reading?

-When should a second-language learner be introduced to reading materials?

-Is reading a passive activity? Be prepared to substantiate your answer.

1. Read:

Wilga M. Rivers, Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968), pp. 213-239.

Activities: Select 1 (one):

a. Restate Rivers' six stages of learning to read in the target language. Include the characteristics of each stage.

or

b. Select one of Rivers' stages and design a teaching activity for a specific group of Puerto Rican Spanish-speakers.

2. Read:

Charles C. Fries, Linguistics and Reading (New York: Holt, Rinehart, and Winston, Inc., 1963), pp. 113-132, 186-189, 204-215.

Activities: Select 1 (one):

a. Restate Fries' three stages of learning to read in the target language.

or

b. Select one of Fries' stages and design a teaching activity for a specific group of Puerto Rican Spanish-speakers.

3. Interview a teacher or reading specialist to determine the stages of development in learning to read.

Activities: Select 1 (one):

a. Restate the interviewee's views in a brief essay.

or

b. Design a teaching activity based on the interviewee's suggestions.

C. Select one of the following options:

1. Read:

Robert A. Hall, Jr., "Spelling and Sound in English," Readings on English as a Second Language, Kenneth Croft, Ed. (Cambridge: Winthrop Publishers, Inc., 1972), pp. 174-187.

2. Read:

Elsie Wolk, "Reading Disabilities of Children Learning English as a Second Language," Elementary English, XLIX:3 (March, 1972), 410-414.

3. Interview a bilingual reader to determine the aspects of the sound/symbol relationships in English that cause special difficulty because of native language interference.

Activity: Prepare a teaching activity designed to combat native-language interference.

D. Select one of the following:

1. Read:

   Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: The Macmillan Company, 1970), pp. 136-168.

2. Conduct library research on suggested approaches for teaching reading.

3. Interview a teacher or reading specialist to determine suggested approaches for teaching reading.

Activity: Design a teaching activity based on the premises of a particular approach (or combination of approaches). Focus on a particular skill or skills to be developed.

E. Select one of the following:

1. Read:

   William E. Norris, "Advanced Reading: Goals, Techniques, Procedures," in Croft, pp. 188-206.

   Activity: Prepare a teaching activity for advanced level reading for a specific group of Puerto Rican Spanish-speakers patterned after Norris' suggestions. Define a specific goal, list particular techniques and exercises for achieving improvement in one of the five skill areas, and indicate your procedure(s) for conducting your activity.

2. Read:

   David Eskey, "A New Technique for the Teaching of Reading to Advanced Students," TESOL Quarterly IV (December, 1970), 315-321.

   Activity: Design a teaching activity patterned after Eskey's technique for a specific group of Puerto Rican Spanish-speaking advanced students.

3. Read:

Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: The Macmillan Company, 1970), pp. 169-190.

Activities: Select 1 (one):

a. "...Pupils who have strong abilities and good aptitudes for subjects appear less able or promising because their inadequate reading skills make them appear limited."[1] Prepare an essay detailing the ways an ESL teacher can aid this type of student.

or

b. Based on Thonis' suggestions, design a teaching activity on one apsect of one of the following English language content areas for a specific group of Puerto Rican Spanish-speakers:

1.) Mathematics

2.) Science

3.) Social Studies

4.) Literature

c. Design your own learning activity in advanced level reading.

d. Attend a seminar as scheduled by your module coordinator. Based on this discussion, design a teaching activity for advanced level reading.

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[1]Eleanor Wall Thonis, Teaching Reading to Non-English Speakers (New York: Macmillan Company, 1970), p. 189.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

I. What are the three categories of second-language readers?

II. What are the characteristics of each category?

III. What are the stages of development in second-language reading?

IV. Prepare a teaching activity designed to combat native-language interference.

V. Prepare a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premises of one of the following approaches:

A. Language experience

B. Linguistic

C. Programmed instruction

D. Words in color

E. Individualized reading

F. ITA

VI. Prepare a teaching activity for advanced level reading.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are abailable on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Croft, Kenneth. Readings on English as a Second Language. Cambridge, Mass: Winthrop Publishers, Inc., 1972.

2. Eskey, David, "A New Technique for the Teaching of Reading to Advanced Students," TESOL Quarterly IV (December, 1970).

3. Fries, Charles C. Linguistics and Reading. New York: Holt, Rinehart and Winston, Inc., 1963.

4. Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968.

5. Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. New York: The Macmillan Co., 1970.

6. Wolk, Elsie, "Readings Disabilites of Children Learning English as a Second Language," Elementary English, XLIX:3 (March, 1972).